

Grade 5 Math**Subclaim: Modeling**

The standard designation is included preceding each evidence statement.

Evidence Statements may:

1. Use exact standard language
2. Be derived by focusing on specific parts of a standard
3. Be integrative - the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements

Evidence Statements	Clarifications	Relationship to Mathematical Practices
Modeling (D)		
5.D.1 Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements.	<ul style="list-style-type: none">●Tasks may have scaffolding.●Multi-step problems must have at least 3 steps.●For purposes of assessment, the possibilities for multiplication are 1-digit x 2- digit, 1-digit x 3-digit, 2-digit x 3-digit, 2-digit x 4 digit, or 3-digit x 3-digit.	MP.4
5.D.2 Solve multi-step contextual problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in 4.OA, 4.NBT, 4.NF, 4.MD	<ul style="list-style-type: none">●Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 5.●Multi-step problems must have at least 3 steps.	MP.4